



# SIXTH FORM PROSPECTUS

2024 - 2025





# OUR VISION

To ensure all students at our Sixth Form are **ASPIRATIONAL, CAREER DRIVEN** young adults who display **RESILIENCE** and an **UNRELENTING DRIVE** in pursuit of their goals, whilst having a strong **DESIRE TO MAKE A DIFFERENCE** to both the local and wider **COMMUNITY**

I take immense pride in ensuring all our students develop academically and as people, which is why alongside top-quality teaching, students engage in daily tasks both in and out of the classroom that drive personal development.

This is accentuated in the number of students who hold leadership responsibilities, with approximately 58% of the cohort currently doing so. This selflessness and passion for improvement is just one of the things that makes our sixth form community so special.

This is an incredibly challenging time for any year 11 student and choosing their next destination or knowing what they want to do later in life can be overwhelming. However, is it also extremely exciting and me and all the sixth form community are on hand to help, at every step of the journey.

This prospectus has been designed to guide you through the initial stages of the decision-making process, prior to applications and potential interviews taking place.

Exam success, prior to September 2024 enrolment will be here before you know it and I look forward to seeing you all when that time arrives.

Yours Sincerely

Mr K Scarth (Head of Sixth Form)







**RESPECT. ASPIRE.  
BELIEVE. COMMIT.**

# ABOUT US

At Dame Elizabeth Cadbury, excellent relationships are the beating heart of our school, providing the foundations for academic excellence and instilling confidence in our students to believe that they can achieve the highest aspirations for their futures.

A considerable number of our students choose to study at some of the UK's top universities with approximately one quarter of students going onto study at a Russell group University in 2023. We are immensely proud that in 2023 over 90% of students gained a place at their chosen Universities, whilst others progressed into their chosen employment sector.

Our students leave us well prepared for life beyond Sixth Form, whether that be at university, enrolling onto an apprenticeship or securing employment.

At Dame Elizabeth Cadbury we support all our students to lead happy and healthy lives and to aspire to a career that is fulfilling and makes a real difference to their local and wider community.

If you are someone with high ambition; are determined to do your best and persevere when things are challenging; and want to be part of a growing, caring and extremely ambitious Sixth Form, then you are perfect for Dame Elizabeth Cadbury Sixth Form.





# “We are a highly inclusive Sixth Form”

**No matter what your careers aspirations, we have a range of courses to suit your needs and ambitions.**

We are a small Sixth Form; similarly, we are a small school. We see this as a real advantage at Dame Elizabeth Cadbury because it means we know every one of our sixth form students personally. We know what engages you, what you enjoy, what you find challenging and therefore we are there every step of the way to support you and help you to achieve your goals. We appreciate that this is a time when our sixth formers are becoming young adults and we understand the pressures that brings too, both academically and personally.

Through form-time PSHE and assemblies, students develop as well-rounded caring and compassionate young people. We ensure we are learning about key issues that are local, national, and international. The outstanding guidance they receive alongside the programme of outside speakers and visits, ensures a rich and diverse tutorial programme to prepare our students for adulthood.

# BELIEVE



# COMMIT

The enrichment experiences at Dame Elizabeth Cadbury provide opportunities for physical exercise as part of a healthy lifestyle, student leadership responsibilities include Head Students; Sixth Form Council; Reading Role Models; Numeracy Leaders; Subject Ambassadors and Mindset Mentors. There is also a fantastic extra-curricular offer available both in and out of school hours. For example, joining the Duke of Edinburgh Award. Engaging with school life as a sixth former is of paramount importance. This is your chance to show universities and future employers what kind of person you are, how reliable, charitable, and committed you are to making a difference.

As part of your Sixth Form education, you will also engage in work experience. We provide a package to ensure our students gain the best experience possible to prepare them for their future. We also strongly encourage our sixth formers to take responsibility for charity events, running extra-curricular clubs and modelling the level of dedication to their education and school life that we expect to younger students. We are passionate about ensuring our students are well-rounded individuals when they leave us at the end of Year 13







# “Respect is of the utmost importance”

Respect is of the utmost importance in our school. We respect each other, we respect ourselves and we respect authority. We expect our students to be always upstanding members of the school and local community. As Sixth Form students in our school we acknowledge that you have a key role in supporting the main school students and developing your own leadership skills: pupils therefore respect you as figures of authority in school.

With this comes the responsibility for our sixth formers to model the highest standards of behaviour and conduct around the school building and is why our sixth formers wear smart office attire and are present throughout the school day. Their appearance and conduct often gets them mistaken for staff.

All students and particularly our leadership team maintain our self-regulating and harmonious school community as well as having responsibilities at whole school events.

# RESPECT



# “We are highly aspirational for all our students”

Sixth Form students have opportunities to participate in a wide range of opportunities. We offer trips to Japan, to Europe to learn how to ski and to visit key landmarks around the UK, enabling our students to enjoy new experiences during their time with us. In addition to this we have fantastic links with local and national universities, enabling our students to visit and explore the courses they have on offer.

We have links with national apprenticeship providers, allowing our students to make well informed decisions about their futures. We are experienced in supporting our students to applying to all universities including Oxford, Cambridge, and Russell Group Universities. We commit to every student doing their best and to support this we offer internal and external career advice for all, so that appropriate pathways can be followed.



# ASPIRE



# OUR CURRICULUM

Our curriculum is devised so that you can choose a range of different pathways of subjects that may combine effectively. For example, some students may choose to study a STEM pathway of A Level Chemistry, A Level Physics and A Level Product Design. Whilst others choose an English/Humanities pathway of A Level English Literature & Language, A Level Geography and A Level History.

We can offer a range of A Levels as well as BTECs, and some students will choose to study a mixture of both. Please see our admissions page <https://decschool.co.uk/sf-admissions/> on the Sixth Form section of the school website for each subject and the entry requirements.

We offer five hours of teaching time for each subject, ensuring you excel in your chosen subjects. Entry requirements for each subject vary – please also refer to our admissions page on the Sixth Form section of the school website for specific subject requirements. To apply for a place at our successful Sixth Form please visit the sixth form section <https://decschool.co.uk/sixthform/> of the school website, where you will find MS form links for both internal and external applicants.

## A LEVEL

- English Literature and Language
- Maths
- Biology
- Physics
- Chemistry
- Art and Design
- Sociology
- Psychology
- Geography
- History
- Design & Technology  
(Product Design or Fashion textiles)

## BTEC

- Sport
- Business
- Creative Digital Media
- Health and Social Care

**Please Note:** Not all subjects listed will necessarily be able to be run.



# ENTRY REQUIREMENTS

Standard Entry  
GCSE Grade 4 or above in Mathematics and English

BTEC Level 3 Business 4+ in English and Maths in addition to 2 other GCSEs at grade 4+

BTEC Level 3 Extended Certificate in Health and Social Care: 4+ in English and Maths in addition to 2 other GCSEs at grade 4+

BTEC Level 3 National Extended Certificate in Creative Digital Media Production: Four GCSE grades 4 or above to include English and Maths. Preferably a First/Level 2 Diploma at Merit grade in chosen subject

BTEC Level 3 Sport: 4+ in English and Maths In addition to one other GCSE at grade 4+. Preferably a grade 4 or Merit + grade achieved in a sports related qualification.

## BTEC

# A LEVEL

A Level English: 6 + in English Literature /English Language, in addition to four other GCSE grades at 5+

A Level Maths: 7+ in Mathematics, 4+ in English. In addition to 3 other GCSEs at grade 5+

A Level History: Grade 6 at History GCSE and Grade 5 English NB: it is not a requirement to have studied History at GCSE to be accepted onto the A Level History Course.

A Level Psychology: 6+ in English, 5+ Maths or Science, in addition to 3 other grades at 5+ NB: you do not have to have studied GCSE psychology to be accepted onto the course.

A Level Sociology: GCSE Grade 6 in English Language or Literature, plus four other GCSE grades at 5+

A Level Product Design: Five GCSEs at grade 5+ to include English, Maths and a Design and Technology or Art and Design qualification at grade 6+.

A Level Chemistry: 6 in Chemistry, 5+ in English and Maths. In addition to 2 other GCSEs at grade 5+

A Level Physics: 6 in Physics, 5+ in English and Maths. In addition to 2 other GCSEs at Grade 5+

A Level Biology: 6 in Biology, 5+ in English and Maths. In addition to 2 other GCSEs at grade 5+

A Level Geography: Grade 6 at Geography GCSE and grade 5 English and Grade 5 Maths, in addition to 2 other GCSE grades at 5+

A level Art and Design: Five GCSEs at grade 5+ to include English, Maths and an Art and Design qualification at grade 6+.







# MEET THE SIXTH FORM LEADERSHIP TEAM

*"My position of Head Student was not what I ever imagined it be like. Since year 7 I aspired to be appointed in this prestigious role, knowing how it could contribute towards my own future and success. However, now in the role, it has become apparent to me that the responsibility of supporting others and driving improvement is its own reward; a duty that motivates me daily whilst still being able to share my own vision of a better sixth form, as co-chair of the sixth form council.*

*This success would not have been possible, where it not for the academic and personal support, the school and all its staff have provided me throughout my exciting 7-year journey. As a senior student, I now hope to offer the same support and guidance to my peers and younger students and read Law at the University of Cambridge, continuing to better myself so that I can contribute to both the local and wider communities.*

*I will be forever grateful for everything Dame Elizabeth Cadbury School has offered me and I am proud to hold such a senior role that enables me to contribute to this school's continued success."*

**M Park - Head Student**

*"Since only starting at this school last year, I must say that my experience here has been exceptionally positive, and I look forward to any other incredible opportunities during this academic year. Here at sixth form, I am on a vocational pathway, studying: Health and Social Care, Business and Creative Media. All three of these subjects have allowed me to gain many employability skills but specifically helped develop my confidence. For example, creating and performing presentations in Health and Social Care.*

*Throughout the time that I have been here, I have been able to explore who I am to enable me to do many wonderful things. This school has helped me to reach my full potential both academically and personally, thanks to the vast amount of support received by my form tutor, subject teachers, and head of sixth form. Once I leave sixth form, I plan to go to university and study Law, hopefully specialising in Criminal or Corporate Law.*

*I am deeply passionate about self-growth, and I believe that I have exceeded the expectations that anyone has ever had for me. Nothing is impossible if you believe in yourself. I am a proud student at this school and feel very privileged as a Head Student; excited about the difference we can make to the local and wider community."*

**E Ridley - Head Student**



# SCHOOL COUNCIL & EXTENDED LEADERSHIP TEAM

The role of head student has many facets, one of which involves being co-chairs of the school council who embody our belief as a listening school that; as upstanding citizens who listen to the views of others, we can continue driving our sixth form community forward every day.

Our leadership team expands further still and the fantastic work of all our leaders stretches way beyond our sixth form, supporting lower school students with skills ranging from reading and literacy to

careers advice and guidance. More information about each leadership role, what they involve, the skills you can enhance and how to apply can be found by scrolling to the bottom of the expectations section <https://decschool.co.uk/expectations/> of the sixth form area of the website.







# DRESS CODE

There is an expectation that students will dress in a manner suitable for the workplace. Students can dress according to whichever gender they identify with. A full breakdown of the dress code can be found on our website.

- Smart two - piece suit.
- Shirt/blouse with collar
- Smart shoes
- V-neck jumper can be worn under jackets in wintry weather
- Studs in ear lobe(s) only. No more than one stud in each ear lobe.
- Compulsory for male students: tie or bowtie (female students may also wish to wear a tie)

## NOT PERMITTED

- Nose / Visible body piercings
- Visible tattoos
- False Eyelashes
  - T-shirts
  - Polo necks
  - Leggings

# CHOOSING THE RIGHT SUBJECT.

When exploring your subject choices for Sixth Form, it is important to keep your future in mind. If there is a specific career or university course you are interested in applying to, then researching the entry requirements now will help you in making those decisions. For example, if you want to study Medicine at university then one of the essential requirements is to take A level Chemistry. As entry requirements for each university course vary, it is essential that you complete your own detailed research before making your final decision.

The UCAS website offers a comprehensive Search Tool that allows you to explore every UK university course, including their most recent entry requirements. With thousands of courses available at hundreds of universities, your search can be filtered by subject interest and location to narrow them down.

For a quick idea of which subjects you may need to study in the Sixth Form, please look at the Informed Choices tool from the Russell Group Universities.

For those who wish to apply to apprenticeships, this is a little more complicated, as opportunities arise as and when companies have them. Creating an account with the National Apprenticeship Service helps to keep you informed.







# A Level **ART & DESIGN**

**COURSEWORK/EXAM SPLIT:**  
40% Exam | 60% NEA

## Overview

A Level Art and Design encourages students to develop skills, creativity, imagination and independence based on personal experience, taught skills and critical understanding. Learners show this through their responses to a range of stimuli. Studying this course will enable learners to develop:

- Intellectual, imaginative, creative and intuitive capabilities.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- The experience of working with a broad range of media.
- An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.

## Career Progression

Studying Art and Design provides learners with a route into many careers. The most common include 3D design, ceramics designer, enameller, fashion designer, fine artist, graphic designer, illustrator, textile designer and spatial designer. However, the creative aspect of the course lends itself well to a wide range of other careers

## Entry Requirements

Five GCSE's at Grade 5+ including English, Mathematics and an Art and Design or Design and Technology qualification. A portfolio of previous work to demonstrate skills and creative thinking will be welcomed.

## Assessment

Component 01: Personal investigation – 60% of the final qualification 120 marks

Learners should produce two elements:

- (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.
- (ii) a related study: an extended response with a minimum of 1000 words.

Component 02: Externally set task – 40% of the final qualification 80 marks 15 hours

- The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.
- A response should be based on one of these options.



A student wearing a white lab coat and a black hijab is looking through the eyepiece of a microscope in a laboratory setting. The background shows a bright room with windows and educational posters on the wall.

# A Level BIOLOGY

## COURSEWORK/EXAM SPLIT:

100% Examination. There are also 12 compulsory practical's that must be completed as part of the course.

## Overview

A Level Biology builds and expands upon the content studied at GCSE. This includes:

- Detail regarding the biochemistry of cell processes.
- Transport and exchange within physiological processes, including circulation and gas exchange in a wide variety of organisms.
- Study of the biochemistry of respiration and photosynthesis.
- How respiration and photosynthesis lead to energy transfers in individual organisms and the wider environment.
- An in-depth study of genetics and how this links to evolution.
- How the study of genetics is driving treatments of disease.

## Career Progression

Careers in medicine, biochemistry, biotechnology, and many lab-based areas will require A Level Biology. Animal science careers including veterinary science, zoology, and marine zoology along with animal behaviour and animal husbandry are also areas of study which students with Biology A level move into. Biology is also recommended for nursing and other health-based occupations.

## Entry Requirements

Grade 6 and above in all GCSE Science qualifications. Grade 6 and above in GCSE Mathematics. Grade 7 and above in GCSE Biology (for Triple Science students) or Grade 7 and above in average of GCSE Combined Science Biology papers. Grade 5 and above in GCSE English and three other GCSEs at grade 5 and above.

## Assessment

Paper 1: Advanced Biochemistry, Microbiology and Genetics (105 minutes) – 30%

Paper 2: Advanced Physiology, Evolution and Ecology (105 minutes) – 30%

Paper 3: General and Practical Principles in Biology (150 minutes) – 40%





# A Level CHEMISTRY

## COURSEWORK/EXAM SPLIT:

100% Examination. There are also 16 compulsory practical's that must be completed as part of the course.

## Overview

A Level Chemistry builds and expands upon the content studied at GCSE. This includes:

- A detailed study of electronic structure and the Periodic Table.
- How bonding and structure of molecules leads to their properties.
- Mechanisms of chemical reactions.
- Energy changes in chemical reaction.
- Chemical analysis techniques.
- Acids and bases.
- Organic chemistry including reactions and uses of organic molecules.
- Equilibria in reactions.

## Career Progression

Chemistry A level includes a broad variety of tested skills, and it is a respected choice for many degrees and careers. Chemistry has been described as the 'central science' and is often combined with either Physics or Biology. However, it is a compulsory choice for anyone wishing to pursue medicine, dentistry, and veterinary science, as well as chemistry-based degrees, such as pharmacy, pharmacology, and biochemistry.

## Entry Requirements

Grade 6 and above in all GCSE Science qualifications. Grade 6 and above in GCSE Mathematics. Grade 7 and above in GCSE Chemistry (for Triple Science students) or Grade 7 and above in average of GCSE Combined Science Chemistry papers. Grade 5 and above in GCSE English and three other GCSEs at grade 5 and above.

## Assessment

Paper 1: Advanced Inorganic and Physical Chemistry (105 minutes) – 30%

Paper 2: Advanced Organic and Physical Chemistry (105 minutes) – 30%

Paper 3: General and Practical Principles in Chemistry (150 minutes) – 40%





# A Level ENGLISH LITERATURE AND LANGUAGE

**COURSEWORK/EXAM SPLIT:**  
80% Exam, NEA 20%

## Overview

The A Level historicist approach to the study of English rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, A Level English Literature and Language encourages students to explore the relationships that exist between texts and the contexts within which they are written, received, and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives.

The study of Literature and Language privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. Given the spirit of the specification, students will study texts both diachronically (produced across a very broad time period) and synchronically (produced within a clearly defined time period), merging core texts with that of unseen fiction and non-fiction and engaging creatively and critically to develop their understanding of authorial choice, something they then develop as producers and interpreters of language in their own creative work.

## Non-exam assessment: Investigating and creating texts

The non-examination assessment component has been designed to allow students to demonstrate their skills as writers, utilising their studies of writers of literary canon to craft their own original texts for different audiences and purposes. In exploring the various forms of writing and the ways different writers use linguistic and literary techniques in texts, students will acquire the synthesised knowledge and understanding required to produce original pieces of writing. This component permits students to pursue their own interests, applying the skills they have developed to investigate a topic they are interested in.

## Assessment

Students will choose a topic that reflects their personal interests, studying two texts that relate to their chosen topic. The two texts are free choice; however, they must be selected from different genres: one must be fiction and one non-fiction. Texts studied must be complete texts and may be selected from genres of fiction such as prose fiction, poetry, drama and short stories, and genres of non-fiction such as travel writing, journalism, reportage, diaries, biographies, and collections of letters.

Students will study their texts before producing their own original pieces of writing. They are also required to write an analytical commentary, explaining their decisions, the influence of their studied texts, the links and connections in their studied texts and their written pieces, and how their writing has been influenced by their wider reading and research.

Year 12 - Voices in Speech and Writing  
Section A - Anthology.

Voices in Speech and Writing Anthology  
Section B - Drama Texts.

A Streetcar named Desire, by Tennessee Williams.

Year 13 - Varieties in Language in Literature  
Section A

Unseen prose non-fiction (thematically linked)

Section B - Prose Fiction Anchor Text

The Great Gatsby, by F. Scott Fitzgerald

Section B - Drama Text

Othello, by William Shakespeare



## Overview

Unit 1 allows pupils to study a range of physical geographical concepts in depth through theory and case study examination. Included within this unit are a range of compulsory and option topics from the following: Water and carbon cycles, Hot desert systems and landscapes, Coastal systems and landscapes, Glacial systems and landscapes, Hazards, Ecosystems under stress.

Unit 2 allows pupils to address contemporary human issues around the world through in-depth case studies of places that are local and known, as well as far afield and the accompanying theories and concepts that surround them. Included within this unit are a range of compulsory and option topics from the following: Global systems and global governance, Changing places, Contemporary urban environments, Population and the environment, Resource security

Unit 3 provides an ideal opportunity to explore geography first hand and make geography real. This unit requires a minimum of 4 days fieldwork which can be gained both locally and further afield. Therefore, as part of the course you will be required to attend a residential fieldtrip. During your fieldwork you will be investigating a question that you have independently identified, this will require data to be collected and then presented, analysed, and evaluated as part of a 3,000 – 4,000-word investigation.

## Career Progression

Geography can take you on a range of different paths and is perfect for a career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

And finally, as geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

## Assessment

Unit 1: Physical geography

2hr 30mins written examination 120 marks worth 40% Unit

2: Human geography

2hr 30mins written examination 120 marks worth 40% Unit

3: Geography fieldwork investigation

Non- examined assessment 60 marks worth 20%

## Entry Requirements

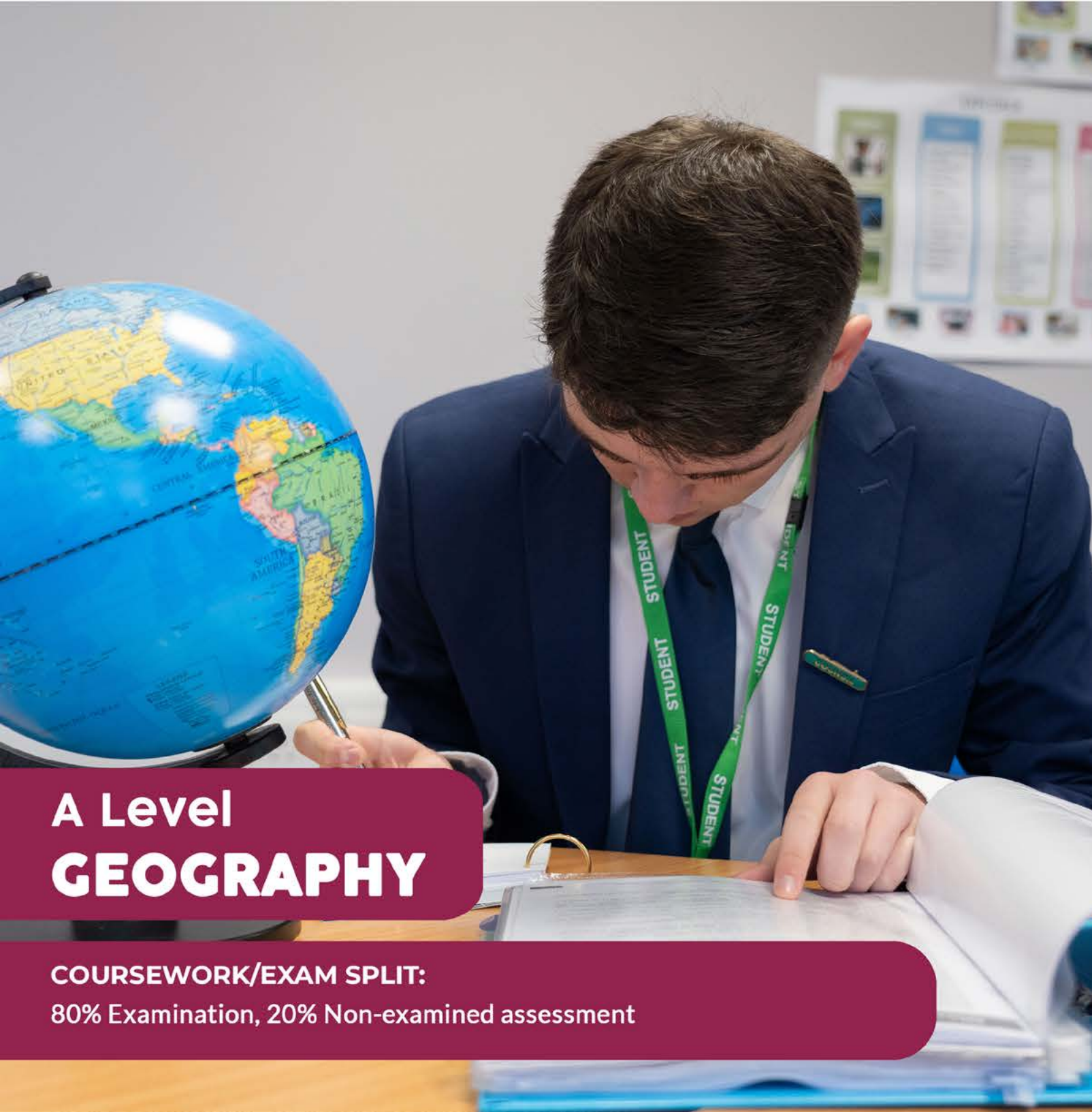
Grade 6 at GCSE Geography

Grade 5 in GCSE Maths and English

# A Level GEOGRAPHY

## COURSEWORK/EXAM SPLIT:

80% Examination, 20% Non-examined assessment





## Overview

Unit 1 allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How far did the monarchy change?
- To what extent and why was power more widely shared during this period?
- Why and with what results were there disputes over religion?
- How effective was opposition?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

Unit 2 provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism, and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

## Career Progression

Having A Level History can open you up to a world of possibilities. As the A Level History course gives you skills in writing and literature skills as an English A Level would, but also provides you with contextual knowledge and research skills, universities and employers look incredibly favourably upon applicants with A Level History. Amongst the many courses where A Level History is required such as Modern History, Ancient History, archaeology, amongst others there are a number of courses where history at A Level is desirable, such as Law. Career possibilities from having A Level history include being a teacher, museum curator, excavator, researchers, lawyer, various television roles, author and many more. Studying for A Level history is a fun and exciting way to hone your skills and improve your student abilities. Although it may not be a direct path to the career of your dreams, it will help you on your career ladder.

## Entry Requirements

Grade 6 at History GCSE and Grade 5 English NB: It is not a requirement to have studied History at GCSE to be accepted onto the A Level History course.

## Assessment

Unit 1: Stuart Britain and the Crisis of Monarchy, 1603-1702

2 Hour 30 Minute Written Examination, 80 Marks, 40%

Unit 2: Democracy and Nazism: Germany, 1918-1945

2 Hour 30 Minute Written Examination, 80 Marks, 40%

Unit 3: Component 3: Non-Examined Assessment: 3000-3500 Words, 20% of A Level

# A Level HISTORY

## COURSEWORK/EXAM SPLIT:

80% Examination & 20% Non-Examined Assessment





# A Level MATHEMATICS

**COURSEWORK/EXAM SPLIT:**  
100% Examination

## Overview

Mathematics is an interesting and challenging course which will extend on the methods learned at GCSE and includes applications of Mathematics, such as Statistics and Mechanics.

Pure Mathematics promotes thinking that is both logical and analytical. Through solving problems, attributes such as resilience and the ability to think creatively and strategically are developed. The writing of structured solutions, proof and justification of results help students to formulate reasoned arguments. And importantly Mathematicians have excellent numeracy skills and the ability to process and interpret data.

Statistics involves the collecting and analysing of data and using it to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers like insurance, medicine, engineering, and the sciences. Mechanics is about modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is particularly useful to students studying physics and engineering.

## Career Progression

A Level Mathematics is a versatile qualification. It is well- respected by employers and is a facilitating subject for entry to higher education. For progression to many courses at university it is important to have strong mathematics skills. For most science, technology, engineering, and mathematics (STEM) degree course A Level Mathematics is a requirement.

Careers for individuals with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. There is a demand for mathematicians and statisticians across a range of sectors, for example the energy industries, medicine and health, IT, business consultancy and operational research, space science and astronomy, as well as many forms of engineering and different government departments.

## Entry Requirements

7+ in Mathematics, 4+ in English. In addition to 3 other GCSEs at grade 5+

## Assessment

Paper 1: Pure Mathematics 1: 33.33% - 2 hour written paper.

Paper 2: Pure Mathematics: 33.33% - 2 hour written paper.

Paper 3: Statistics and Mechanics: 33.33% - 2 hour written paper.



A student with dark hair in a white lab coat and safety goggles is working on a circuit board. In the background, there is a large window and a computer monitor displaying a graph. The student is focused on their work, and the lab environment is well-lit.

# A Level PHYSICS

## COURSEWORK/EXAM SPLIT:

100% Examination. There are also 16 compulsory practical's that must be completed as part of the course.

## Overview

A Level Physics builds and expands upon the content studied at GCSE. This includes:

- Mechanics and forces in real life situations.
- Material sciences, including the properties and testing of materials.
- Thermodynamics and energetics.
- Nuclear and particle physics.
- Electric circuits and components.
- Quantum physics and the photoelectric effect.
- Gravitational fields.

## Career Progression

In addition to being essential to the study of all branches of Physics at university, A Level Physics is important for successful entry to and completion of all branches of engineering. The subject is also useful for mathematical modelling of the real world and has applications in the computer game industry and in risk analysis in finance.

## Entry Requirements

Grade 6 and above in all GCSE Science qualifications. Grade 6 and above in GCSE Mathematics. Grade 7 and above in GCSE Physics (for Triple Science students) or Grade 7 and above in average of GCSE Combined Science Physics papers. Grade 5 and above in GCSE English and three other GCSEs at grade 5 and above.

It is strongly recommended that students who select A Level Physics also select A Level Mathematics.

## Assessment

Paper 1: Advanced Physics I (105 minutes) – 30%

Paper 2: Advanced Physics II (105 minutes) – 30%

Paper 3: General and Practical Principles in Physics (150 minutes) – 40%





# A Level DESIGN & TECHNOLOGY

**COURSEWORK/EXAM SPLIT:**  
50 % Exam | 50% NEA

## Overview

Design and technology is an inspiring, rigorous, and practical subject. This course encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

The course enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.

Learners will acquire subject knowledge in their chosen area of Design and Technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

## Career Progression

It is possible to study for a wide range of degree courses in fields such as fashion design, interior design or industrial product design. Alternatively, degree apprenticeships are available in many industries related to this course.

Jobs include Colour technologist, costume designer, exhibition designer, fashion designer, furniture designer, industrial/product designer, interior and spatial designer, advertising art director, automotive engineer, graphic designer, materials engineer, product manager, production designer, theatre/television/film, purchasing manager

## Entry Requirements

Five GCSEs at grade 5+ to include English, Maths and a Design and Technology or Art and Design qualification at grade 6+

## Assessment

Component 1: Design and Technology in the 21st Century

Written Examination: 3 hours (50% of qualification)

Component 2: Design and make project

Non-Exam Assessment: approximately 80 hours (50% of qualification)





# A Level PSYCHOLOGY

**COURSEWORK/EXAM SPLIT:**  
100% Examination

## Overview

Psychology is the scientific study of mind, brain and behaviour. The brain is the most complicated structure in the known universe and the source of all our thoughts, feelings and actions. It is fascinating to study but also tricky - even if we split open the skull of a willing volunteer and have a look inside, we only see 3lbs of gloopy grey matter. We cannot see someone thinking nor can we observe their emotions, perceptions and memories. This means that psychologists must adopt the best investigative approach available - the scientific method. In every area of research psychologists formulate theories, test hypotheses through observation and experiment, and analyse findings with statistics to arrive at an understanding of human and animal behaviour.

Psychology is extremely varied and the A Level course gives you a chance to study a wide range of topics that reflect the breadth of the subject. At the same time, it requires you to have a good understanding of biology, research methods and maths. Students who take this course will be encouraged to discuss psychological research and take a critical view of the subject. Students need to be organised, motivated and should ideally have a genuine interest in the topics under consideration. You should be willing to participate actively in lessons and be enthusiastic about learning.

## Career Progression

Psychology is an extremely popular A Level and one looked upon favourably by universities. A student with a good grade in A Level Psychology will have good English language skills, maths, and data handling, as well as an understanding and skills in scientific enquiry- this will make you attractive to universities even if you are not pursuing a degree in Psychology. Students who go on to specialise in psychology at degree level may pursue careers in clinical psychology, counselling psychology, educational psychology, criminal psychology, prison psychology and occupational psychology. Other possibilities include mental health nursing, research work, social work and teaching, the Police Force, as well as careers in business, marketing and advertising.

## Entry Requirements

6+ in English, 5+ Maths or Science, in addition to 3 other grades at 5+  
You do not have to have studied GCSE Psychology to be accepted onto the course.

## Assessment

Unit 1: 30%- 2 hour written paper  
Unit 2: 35%- 2 hour written paper  
Unit 3: 35%- 2 hour written paper  
(Compulsory section on Issues in mental health, in addition to Child psychology & Criminal psychology.)





# A Level SOCIOLOGY

**COURSEWORK/EXAM SPLIT:**  
100% Examination

## Overview

Sociology is the study of how people create, organise and sustain their societies. It explores how human action, both shapes and is shaped by, surrounding economic, social and cultural structures and processes. Having a diverse subject matter - from class to health, education, technology, crime, social welfare, death, science and sexuality. Sociology reveals new perspectives of social interaction and the world we live in. You will learn about critical tools and explore possibilities for creating a better world.

Sociology was established as a science during the eighteen and nineteenth centuries, at a time when the idea emerged that 'social' sciences could provide scientific explanations of observable social behaviour emerged.

Today, Sociology addresses a wide range of issues at local, national and international levels, and it is a truly global discipline. You will learn how to pose relevant questions such as:

- what is power and how does it manifest itself in a globalised world?
- why is our society divided by class inequality?
- how do we deal with health, illness, ageing and death in contemporary society?
- why is there still poverty in the XXI Century?
- how have childhood and family life been transformed over time?
- why do people engage in protest?
- how are science, technology, and society connected?
- how does social change come about?

## Career Progression

Sociology is a fantastic general subject for students, because most professional careers require students to have some knowledge of Sociology and social theory. Most degree courses include some Sociology: There are also many degree courses where A Level Sociology will be helpful; Sociology, Criminology, Law, Psychology, Anthropology. Sociology opens doors to many areas of employment: Counsellor, Community worker, Probation Officer, Social worker, Charity fundraiser, Teacher and the Medical Field.

## Entry Requirements

GCSE grade 6 in English Language or Literature, plus four other GCSE grades at 5+.

## Assessment

Paper 1: Socialisation, culture and identity, with the option of families and relationships. 90 Marks, 1 hour 30 minutes written paper, 30% of total A level

Paper 2: Researching and understanding social inequalities. 105 Marks, 2 hours 15 minutes written paper, 35% of total A level

Paper 3: Globalisation and the digital social world with the option of crime and deviance. 105 Marks, 2 hours 15 minutes written paper, 35% of total A level





# BTEC BUSINESS

## COURSEWORK/EXAM SPLIT:

Coursework (50%) & Examination (50%)

## Overview

Are you aiming for a career in business, management, accounting or law? This course is designed to give you a practical and professional knowledge you need to succeed in these highly competitive sectors. We provide you with the opportunity to study for a work-related qualification, giving you a substantial understanding of each vocational area.

You must complete four units of work:

Year 12

Unit 1 (90 GLH) – Exploring business (mandatory)

Unit 2 (90 GLH) – Developing a marketing campaign. (mandatory)

Year 13

Unit 3 (120 GLH) – Personal and Business Finance. (mandatory) Unit 8 (60 GLH) – Recruitment and selection process. (optional unit)

## Career Progression

A wide range of business careers such as accounting technician, facilities officer, fundraiser, housing officer, insurance claims settler, legal secretary, paralegal or trainee legal executive, customer services officer.

A range of higher education courses such as HNCs, honours degrees and foundation degrees, such as the HNC Business and the Foundation Degree Management and Business Enterprise.

## Entry Requirements

4+ in English and Maths in addition to 2 other GCSE's at grade 4+

## Assessment

Year 12

Unit 1 – Controlled assessment completed in class - Requested by BTEC.

Unit 2 – Pre-seen case study and then write-up completed under examination conditions.

Year 13

Unit 3 – External examination

Unit 8 - Controlled assessment completed in class - Requested by BTEC.





## BTEC HEALTH & SOCIAL CARE

**COURSEWORK/EXAM SPLIT:**  
Coursework (42%) & Examination (58%)

### Overview

This course gives a broad introduction to the sectors of Health & Social Care, allowing students to study a range of topics such as human growth and development through the life stages, the nature of work within health and social care settings the goals of this type of work and the challenges. Students will consider the diverse needs of individuals receiving care, analysing their illness, disability or their stage of education, and how that can affect the type of care they need and receive. Students will then also study the psychological approaches to treating individuals within the health and social care system.

#### Units

You will complete 4 units, 2 are externally assessed, and 2 are assignments. Unit 1: Human Life span development- exam

Unit 2: Working in Health & Social Care-exam

Unit 5: Meeting Individual Care needs-assignment

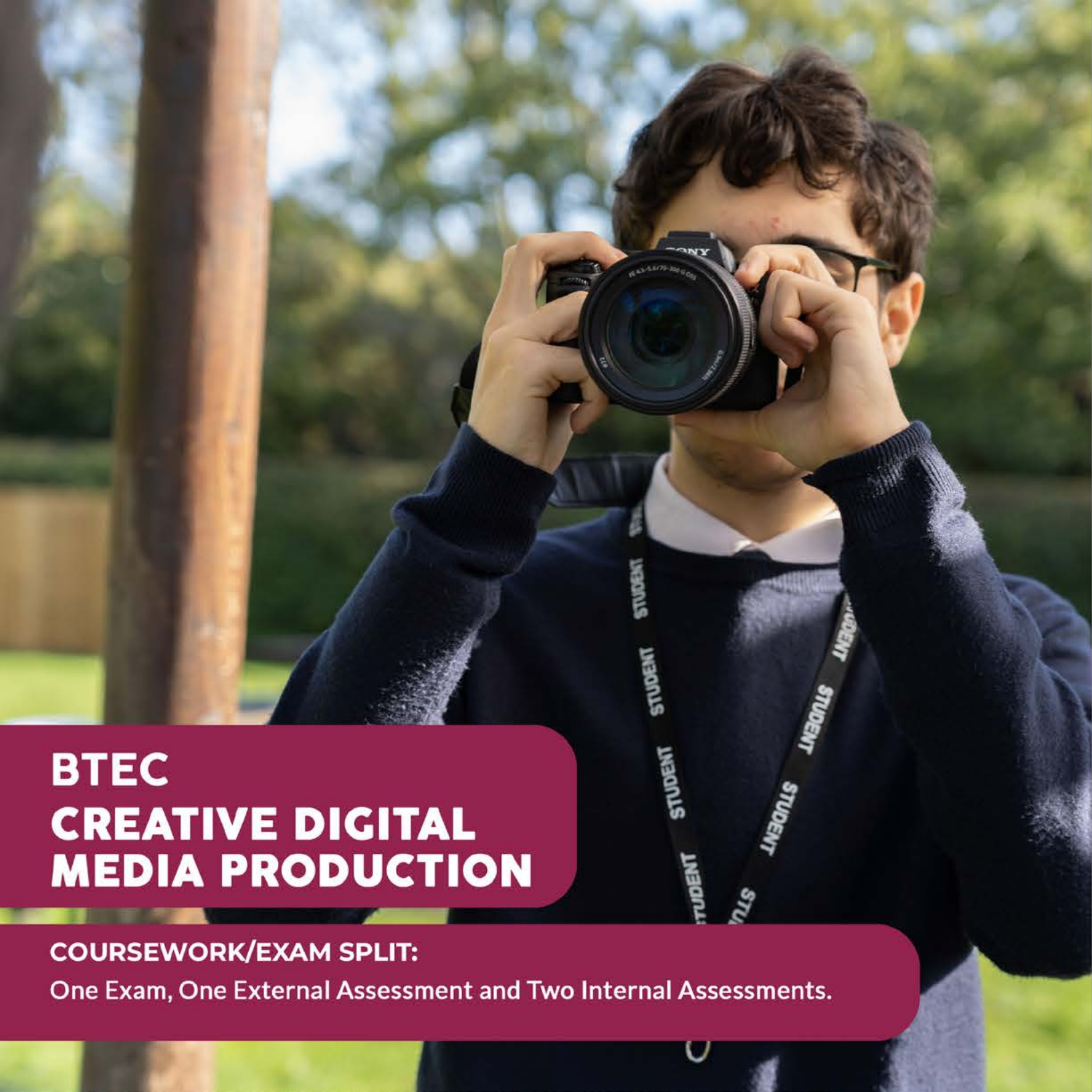
### Career Progression

Health & Social Care is well suited to those who are interested in social work, health care, early years education, nursing and midwifery. This course is equivalent to one A Level and therefore prepares students for higher education.

### Entry Requirements

4+ in English and Maths in addition to 2 other GCSE's at grade 4+





# BTEC CREATIVE DIGITAL MEDIA PRODUCTION

## COURSEWORK/EXAM SPLIT:

One Exam, One External Assessment and Two Internal Assessments.

## Overview

Looking to move into the exciting world of digital media? In a constantly changing and progressing area of study, establish your credentials of understanding how media producers create meaning and messages as well as producing your very own short film or film extract!

Learners will consider how different media representations are constructed by media producers to create meaning, messages and values. Alongside this, learners will focus on the process and producing of a short narrative film or film extract that uses generic conventions, carrying out essential pre-production tasks and creating a pre-production portfolio based on a project that has been commissioned. This is the perfect course for those with an interest in how media affects us in everyday life and those wanting to pursue further education and careers in the creative media industry, whether it is directly related to film or any of the other media sectors.

Unit 1 – Media Representations (2 Hour External Written Exam).

- Two-hour examination where learners will be assessed on their understanding of how different media representations are constructed by media producers to create meaning, messages and values.

Unit 4 – Pre Production Portfolio (Internal Assessment).

- You will be planning and delivering a short narrative film or film extract, carrying out essential pre-production tasks and creating a pre-production portfolio for this task (in conjunction with Unit 10)

Unit 8 – Responding to a Commission (External Assessment)

- This unit is assessed through a task set and marked by Pearson, consisting of a Part A and a Part B. • Part A is pre-released and will give learners a commission for a media production in order to carry out research activities into the subject to complete assessment tasks in Part B.

- Part B contains the supervised assessment task where you will then complete the task required (focusing on the film production element)

Unit 10 – Film Production – Fiction (Internal Assessment)

You will produce a report to demonstrate knowledge of understanding codes and conventions of fictional film production and then, using this knowledge, you will then plan, record and apply post-production techniques to a fictional film of your creation.

## Career Progression

This qualification helps to progression to Higher Education to study for a Foundation Degree or Undergraduate Degree in a range of disciplines. A wide range of apprenticeships are also available.

This course could lead to a wide variety of careers in any of the media sectors: film/TV, publishing, gaming, audio and web design.

## Entry Requirements

Four GCSE grades 4 or above to include English and Maths.

First/Level 2 Diploma at Merit grade, plus Functional Skills Level 2 in English and Maths.



## Overview

Learners will be given the chance to investigate the skills, abilities and performance elements that make professional athletes successful. This is designed for post-16 learners who aim to progress to higher education and ultimately to employment in the sport sector. Learners will study three mandatory units which will investigate anatomy and physiology, fitness training and programming and professional development in the sports industry. Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

### Units

Unit 1: Anatomy and Physiology: 33% - External Assessment

Unit 2: Fitness Training and Programming for Health & Sport: 33% - External Assessment

Unit 3: Professional Development in the Sports Industry: 17% - Internal Assessment

Optional Unit: 17% - Internal Assessment (Including: Sports Leadership, Application of Fitness Testing, Sports Psychology, Practical Sports Performance)

## Career Progression

There are many careers in sport that this course can lead to once qualified. For example, teaching, sports coaching, sports science, sports nutritionist, bio-mechanist, sports development, leisure management, sport psychologist, outdoor educationist and more. All the content in the qualification will help prepare learners for further study at university. For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business
- BSC (Hons) in Sport Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education
- BA (Hons) in Sport and Exercise Science

## Entry Requirements

4+ in English and maths, and a sports related qualification. In addition to 1 other GCSE's at grade 4+.

# BTEC SPORT

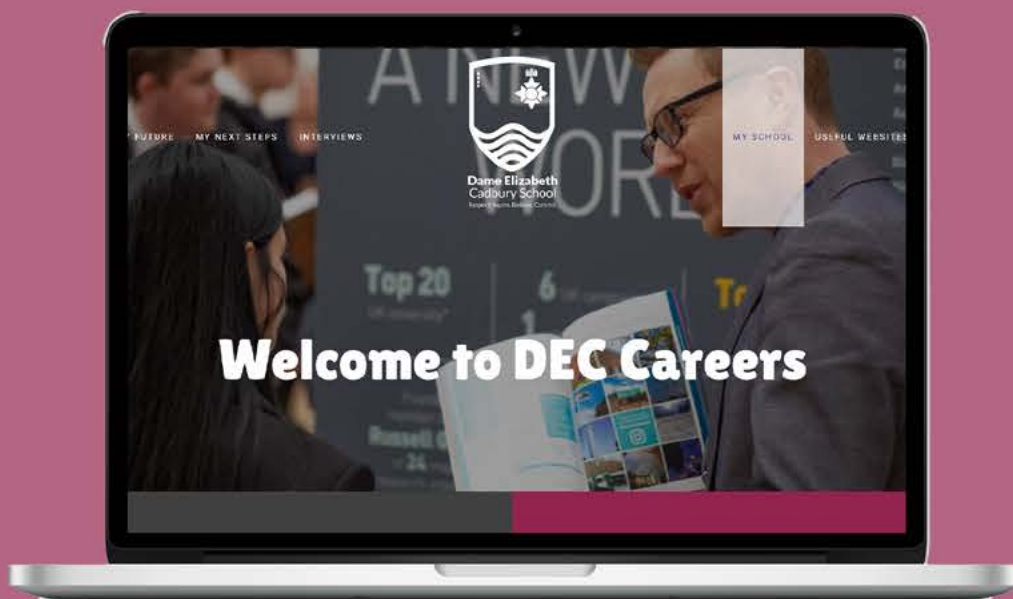
### COURSEWORK/EXAM SPLIT:

66% External Assessment / 34% Internal Assessment



# CAREERS GUIDANCE

At Dame Elizabeth Cadbury School, we aim to prepare our pupils for the opportunities, responsibilities and experiences of life. Careers education and guidance is an essential part of this process, so we ensure that all our learners get access to a programme of careers education lessons, as well as face-to-face guidance from an independent, professionally qualified careers adviser.



VISIT: **[WWW.MATRIXACADEMYTRUST.CO.UK/CAREERS](http://WWW.MATRIXACADEMYTRUST.CO.UK/CAREERS)**  
FOR HELP AND ADVICE



# DESTINATIONS

## UNIVERSITY

University of Birmingham – Aerospace Engineering  
University of Nottingham – Criminology & Sociology  
University of Liverpool – Biological Sciences  
Lancaster University – Psychology  
University of Surrey – Politics  
Aston University – Law (LLB)  
University of Plymouth – Optometry  
University of Warwick – Mechanical Engineering  
UCL (University College London) – Philosophy  
Kings College London – Biomedical Science  
University of Manchester – Maths  
Birmingham City University – Business & Finance  
University of Birmingham – Physiotherapy  
University of Worcester – Sport Science  
University of Cumbria – Woodland Ecology and Conservation  
University of Bath – Computer Science  
University of Birmingham – Nursing (Adult)  
Swansea University – Law  
University of Birmingham – History and Politics

## APPRENTICESHIPS & EMPLOYMENT

Apprenticeship in Accountancy with BDO  
Apprenticeship in ICT and Web Design  
Estate Agent's Apprenticeship with Rice Chamberlains  
Ignite Sports Apprenticeship  
Community coach at Aston Villa  
Apprenticeship programme with Gordon Franks Training  
Advanced Apprenticeship Business Management  
Trainee Accountant – Broker  
Intermediate Apprenticeship Engineering Operations  
Personal Training Apprenticeship



# 16-19 BURSARY FUND

Students in the Sixth Form who need some minor financial support for purchasing books, transport, meals and equipment can apply for our 16 to 19 Bursary Fund. We are committed to distributing bursaries to those students with the greatest need.

Full details of the bursary fund, including checking eligibility and how to apply can be found by following this link: <https://decschool.co.uk/sixthform/> and scrolling to the bottom of the page to find the '16-19 bursary fund' FAQs along with key links.

If your personal circumstances change during the year you MUST notify the Sixth Form Team immediately.  
All applications are strictly confidential.



## APPLICATION PROCESS

Thursday 16th November 2023

Open Evening

Monday 20th November 2023

applications open: scan QR code below or visit  
<https://decschool.co.uk/sixthform/>

Monday 5th February 2024

Deadline for applications

February & March 2024

Interviews begin for successful applicants

April - May 2024

Conditional offers made subject to admission criteria being achieved in GCSE results

July 2024

Taster/Induction Day

Thursday 22nd August 2024

GCSE results day and official enrolment onto courses.  
**External:** Please arrive to school with proof of ID and your GCSE results (11-1pm)

Internal




External





Over 90% of students went onto join their **first choice** University

100% of Sociology students gained A\* to C



Over half of our A Level Mathematics students achieved A\* - B

100% pass rate for BTEC qualifications

## RESULTS SUCCESS SUMMER 2023

Over 75% of Geography and Psychology students gained an A\* to C



100% of BTEC Sport, BTEC Media and BTEC Health & Social Care students gained **Distinction\*** to Merit

80% of History students gained an A\* to B



100% of Geography students gained an A\* to C



**RESPECT. ASPIRE. BELIEVE. COMMIT**

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